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ABSTRACT

The California Commission on Teacher Credentialing has developed and adopted regulations enabling teachers to design individual programs of professional growth on the basis of their goals and needs, and to establish a supportive network of professional growth advisors who will assist in planning programs that are consistent with teachers' goals and state laws. This manual explains, interprets, and clarifies California State laws and regulations regarding the renewal of teaching credentials. The following topics are covered: credential renewal requirements; responsibilities and rights of credential holders; selection of a professional growth advisor; professional growth goals; domains of professional growth; professional growth activities; credential holders in special situations; frequently asked questions of a credential holder; the professional growth advisor; a scenario of a relationship between a credential holder and a professional growth advisor; employing agencies; and responsibilities of the Commission on Teacher Credentialing. Appendixes provide the professional growth requirements law and the regulations governing the professional growth requirements for future teachers. A professional growth plan and a record form are included. (LL)

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THE CALIFORNIA PROFESSIONAL GROWTH MANUAL

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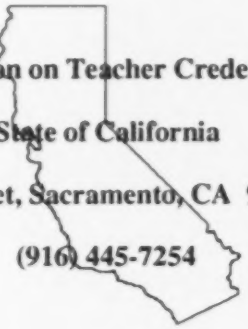

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FOREWORD

When professional growth requirements were enacted by the Legislature in 1983, the requirements were part of a series of reforms designed to improve student learning, growth and achievement in California's schools. Since its inception in 1970, the Commission on Teacher Credentialing has supported professional development of teachers. A teacher's growth is valued as a mark of professional stature and as a source and a stimulant of student growth and achievement. The Commission believes that "learning students" are most likely to be found in the presence of "learning teachers."

California joins with the other forty-one states that have continuing education as a condition of credential renewal. The requirements in California differ somewhat from the renewal requirements in other states. No other state places as much emphasis on the importance of professional colleagueship in the selection of activities. No other states allows a wider variety of acceptable activities to meet the requirement. Just as with students, different activities are growth-producing for different teachers and so long as the selected activities contribute to the credential holder's competence, performance, or effectiveness as an educator, they are acceptable.

Between 1990 and 1992, more than one thousand credential holders, professional growth advisors and district level administrators assisted the Commission to improve the professional growth requirements by participating in a study of them. A copy of the report of that study is available upon request from the Commission at the address on the title page of this document. Many of the suggestions made resulted in changes in this Manual. We have tried to make the Manual easier to use as a reference document. Based on the suggestions by respondents, we have expanded the sections for teachers who leave teaching for a period of time, for those who move to another state, or who are not employed in a full-time teaching position.

In 1988, legislation was passed that gave the Commission the authority to expand credential renewal requirements to all credentials authorizing service in public schools. Based on the recommendations of an advisory panel made up of teachers, administrators, counselors, clinicians and other educators, persons who receive their first specialist or services credential after January 1, 1994, will be required to complete 150 clock hours of activities and one-half year of professional service. Persons who hold multiple credentials with renewal requirements need to complete only one set of activities and one set of service requirements.

Some teachers are now moving into their second cycle of credential renewal requirements while others are beginning on their first set of professional growth requirements. The Commission sincerely hopes that credential holders will use the time spent on completion of renewal requirements as time to take stock of the best ways to improve professional performance and use the activities selected to gain a greater range of skills and experiences to better serve the children and youth of California.

Philip A. Fitch, Ed. D.
Executive Secretary
Commission on Teacher Credentialing
September 1992

Is Your Credential Subject to Professional Growth and Service?

Yes, if your credential has **all** of these characteristics, you must complete professional growth and service requirements.

- ▲ The credential is a Single or Multiple Subject Teaching Credential.
- ▲ The credential is a professional clear credential.
- ▲ The credential has an issuance date after August 31, 1985.
- ▲ The credential is your first clear elementary or secondary teaching credential.

No, if your credential has **any** of these characteristics, you do not have to complete professional growth and service requirements.

- ▲ The credential is a Specialist, Designated Subjects or Services Credential.
- ▲ The credential is a preliminary, life or emergency credential.
- ▲ The clear credential had an initial issuance date prior to September 1, 1985.
- ▲ The credential is your second or subsequent clear elementary or secondary teaching credential.

* * * * * * * * * * * * * *

Growth takes place when the next step forward is subjectively more delightful, more joyous, more intrinsically satisfying than the previous gratification with which we have become familiar and even bored; that the only way we can ever know that it is right for us is that it feels better subjectively than any alternative. The new experience validates itself rather than by any outside criterion.

Abraham Maslow

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HOW TO USE THIS MANUAL

The text of the *California Professional Growth Manual* has been prepared to explain, interpret, and clarify state laws and regulations regarding the renewal of teaching credentials. It is also intended to provide information and advice for teachers and their employers and advisors.

Thumb index guides are printed on the edge of key pages for easy reference.

State laws and regulations regarding the renewal of teaching credentials are included as Appendices A and B of this *Manual.*

GLOSSARY OF TERMS

Key terms that appear throughout this *Manual* are defined below.

Professional Clear Teaching Credential -- refers to a clear Multiple or Single Subject Teaching Credential that was issued after August 31, 1985 as the recipient's first clear basic teaching credential, and that is subject to the renewal requirements of Education Code Section 44277.

Clear Teaching Credential -- refers to a clear teaching credential that was issued prior to September 1, 1985. Professional growth and successful service are not required of holders of these clear credentials.

Preliminary Teaching Credential -- refers to a credential that has further academic requirements to be verified before its status can be changed to professional clear. Professional growth is not required for the preliminary credential.

Professional Administrative Services Credential -- refers to the clear Administrative Services Credential that was issued after October 1, 1984 as the recipient's first clear Administrative Service Credential. This is also known as the "two-step" credential.

Clear Administrative Services Credential -- refers to the clear Administrative Services Credential that was issued before or on October 1, 1984 as the recipient's first clear Administrative Service Credential. This is sometimes referred to as the "one-step" credential.

Credential Holder -- refers to a person who holds a professional clear teaching credential.

Employing Agency -- refers to an entity that employs certificated teachers who are required to complete professional growth and service requirements.

Professional Growth -- refers to participation in activities that contribute to a credential holder's competence, performance or effectiveness in the profession of education.

Professional Growth Advisor -- refers to a principal, mentor teacher, or other person designated by an employing agency to advise credential holders regarding their professional growth and development.

Professional Service Requirement -- refers to successful service in a certificated position or another professional capacity in a preschool, elementary school, or secondary school for the equivalent of a least one-half of a school year.

Renewal Cycle -- refers to the five year period commencing with the date that appears on a professional clear credential; for the initial issuance or late renewals, the renewal cycle continues until the end of the same month, five years later.

Successful Service -- see Professional Service Requirement.

PROFESSIONAL GROWTH MANUAL

INTRODUCTION

The Education Reform Act of 1983 contained two provisions that affect the recipients of clear Multiple or Single Subject Teaching Credentials. First, the reform act terminated the authority of the Commission on Teacher Credentialing to issue life credentials after September 1, 1985. Second, it established professional renewal requirements for initial clear Multiple and Single Subject Teaching Credentials issued after that date. The purposes of this manual are to explain the requirements of this legislation and to illustrate the procedures necessary to complete them.

This Professional Growth Manual was developed by the Commission with the assistance of a thirty-nine member advisory committee. The members included teachers (the largest group), principals, managers of staff development programs, district and county administrators, teacher educators, researchers, parents and a business executive. The Committee began by examining the stated intent of the Legislature in establishing professional growth requirements:

> **The Legislature recognizes that effective professional growth must continue to occur throughout the careers of all teachers, in order that teachers remain informed of changes in pedagogy, subject matter, and student needs. In enacting this section, it is the intent of the Legislature to establish professional growth requirements that give individual teachers a wide range of options to pursue as well as significant roles in determining the course of their professional growth.**

The advisory committee also examined recent research that showed that more than eighty percent of California's teachers spend more than thirty hours per year in staff development activities. A review of the status of staff development in California schools at that time revealed two key problems: the professional development activities of most teachers lacked planning and cohesiveness; and there was inadequate assistance for teachers as they planned their professional growth programs. On the basis of these findings, the advisory committee recommended that the Commission implement the Education Reform Law by establishing standards for professional growth programs and a support system to enable teachers to satisfy the standards. The committee also proposed that professional growth programs be individually developed by teachers on the basis of their goals and needs.

Assumptions

The Advisory Committee and the Commission have developed this *Manual* with the following assumptions in mind.

- Teachers are professionals who will, if given the opportunity, choose quality activities that will ultimately lead to improved learning opportunities for students.

- Teachers are the best determiners of their own professional goals and needs.

- Teachers should know what a district's staff development priorities are, but teachers should determine which activities will contribute to their performance, competence or effectiveness in education.

- Statewide standards and guidelines should focus on the quality and effectiveness of professional growth activities, and should not restrict the range of teachers' opportunities.

- Different activities are growth-producing for different people; collaborative activities and individual activities are effective for different teachers.

- Nontraditional activities are likely to be effective for many teachers, such as systematic programs of classroom observation.

- Support for teachers in planning their programs of professional growth should be available in the form of collegial advisors.

- Employing agencies and teachers have a stake in the selection of effective advisors.

- Statewide standards and guidelines should be viewed as part of the overall staff development enterprise in California.

In light of these assumptions, the Committee proposed and the Commission adopted regulations that enable teachers to design individual programs of professional growth on the basis of their goals and needs. The Commission's regulations are designed to establish a supportive network of professional growth advisors who will assist in planning programs that are consistent with teachers' goals and state laws.

TEACHING CREDENTIAL RENEWAL REQUIREMENTS

To renew a professional clear teaching credential, the holder of the credential must fulfill the following three requirements at five year intervals:

- Complete an individual program of professional growth that consists of a minimum of 150 clock hours of participation in activities that contribute to competence, performance, or effectiveness in the profession of education. This requirement is referred to as the *professional growth requirement*, and is explained below. See page 42 for the Professional Growth Plan and Record Form.
- Serve successfully in a certificated position or another professional capacity in a preschool, elementary school, or secondary school for the equivalent of at least one-half of a school year. This requirement is referred to as the *professional service requirement*, and is explained on the next page. See page 46 for the Verification of Successful Service form.
- Submit to the Commission a completed credential application form and fee, the Professional Growth Plan and Record, and the Verification of Successful Service in the last year of the five year period.

Professional Growth Requirement

To renew a professional clear teaching credential, the holder must plan a program of professional growth activities in consultation with a professional growth advisor who has been designated by an agency that employs credential holders. Each activity in the program must satisfy five standards. Before the credential holder commences the activities, the advisor must certify that the activities satisfy the standards. Once the activities have been completed, the advisor must verify the time spent on them.

The outline on page 5 of this *Manual* explains the five phases of the credential holder's responsibilities. The responsibilities and rights of credential holders and their advisors are explained on pages 6-7 and page 25-26, respectively. The five standards and categories of acceptable activities are explained on pages 11-17.

Subsequent laws and regulations may add professional growth requirements to other teaching and service credentials. Regardless of how many professional clear credentials an individual holds, he or she needs to complete only one set of professional growth activities in each five year renewal cycle. The credential holder may choose activities applicable to any of the affected credentials and may complete one Professional Growth Plan and Record form for all affected credentials.

Professional Service Requirement

To renew a professional clear teaching credential, the holder must serve successfully in a certificated position or in another professional capacity for the equivalent of at least one-half of a school year during the five year renewal cycle, in a preschool, elementary school, or secondary school, either public or private. The credential holder's service must satisfy the following provisions:

1. The service must be rendered for at least five hours per day for at least ninety days, or the equivalent, after the credential holder applied for the professional clear credential, or for the most recent renewal of the professional clear credential. For part-time employees and substitute teachers, equivalent service may be calculated by counting all hours rendered on behalf of students at the location of service. For those who accumulate their service on an hourly basis, the total requirement is 450 hours.

2. The service may be rendered in accordance with one of the following alternatives:

   a. the service may be rendered in a position that requires certification in preschool, kindergarten, or grades one through twelve during full-time employment, part-time employment, employment as a substitute teacher, or employment under another contractual agreement; or

   b. the service may be rendered on behalf of students and/or certificated personnel in preschool, kindergarten, or grades one through twelve at the site of one or more preschools, elementary schools or secondary schools; or

   c. service may also be rendered in alternative settings, such as adult schools, home schools, paid tutorials and other types instruction, as long as the service is rendered in subjects that are commonly taught in public schools. Hours spent in alternative service must be independently verified and affirmed by the credential holder under penalty of perjury.

3. The credential holder must not have been terminated for cause by the employing agency after he or she applied for the professional clear credential, or for the most recent renewal of the credential.

4. Only one professional service requirement needs to be completed in each five year cycle, regardless of the number credentials held which include professional service as a requirement for renewal.

5. Service must be verified by an official at the employing school, district, county, or other agency as appropriate. Verification may be on the form provided on page 46, or on letterhead paper from the verifying agency.

The professional service requirement allows service to other credentialed teachers to meet this requirement. Furthermore, Commission staff has interpreted the intent of this requirement to be that credential holders should remain current in the application of their professional skills; and, therefore, opportunities where teaching skills are employed in relation to school age children are deemed acceptable to meet this requirement.

Outline of
Credential Holder's Responsibilities for
Professional Renewal Requirements

Phase One: Getting Started

A. Obtain a list of professional growth advisors.
B. Select an advisor.
C. Discuss the staff development priorities of your employing agency with your advisor.
D. Select areas of professional growth for yourself.

Phase Two: Plan Activities

A. Formulate a set of goals and complete Items 7-8 on the Professional Growth Plan and Record.
B. Choose activities that will potentially meet your goals.
C. Complete Items 11-14 on the Professional Growth Plan and Record.
D. Your advisor must sign Item 20 on your Professional Growth Plan and Record.

Phase Three: Complete Activities

A. Periodically meet with your advisor to discuss your progress.
B. Complete the professional growth activities on your signed plan.
C. Amend your goals and activities (as necessary) by having your advisor complete Items 9-10 and 15-16 on the Professional Growth Plan and Record.
D. Complete the professional service requirement (see previous page).

Phase Four: Keep Records

A. Fill in Item 17 accurately, and give your advisor reasonable verification of time spent so he or she may complete Item 18.
B. Sign Item 21 on your Professional Growth Plan and Record.
C. Your advisor must sign Item 22 on your Professional Growth Plan and Record.
D. Submit Verification of Successful Service form to the employing agency to verify service and secure the signature of the person verifying service on the form.

Phase Five: Renew Your Credential

A. Complete the Professional Growth Plan and Record.
B. Complete the Verification of Successful Service.
C. Complete the credential application form.
D. Mail the completed forms and the credential renewal fee to the Commission in the last year of the five year period.

TEACHING CREDENTIAL HOLDER'S RESPONSIBILITIES AND RIGHTS

The purpose of this section of the *Manual* is to explain the credential holder's responsibilities and rights in completing the professional growth and service requirements.

1. *Professional Growth Goals.* The credential holder has a responsibility to formulate one or more professional growth goals, to write those goals on the Professional Growth Plan and Record, and to discuss those goals with a professional growth advisor before beginning to engage in professional growth activities. The credential holder has a responsibility to formulate goals that are based on an assessment of his or her professional growth needs. The individual must be prepared to discuss the basis for the goals with the advisor, but the credential holder has the right to determine his or her own professional growth goals.

2. *Professional Growth Advisor.* The credential holder has a right to choose his or her own professional growth advisor from those advisors who have been designated by his or her employing agency. (If no suitable advisors have been designated, or if the credential holder is not employed in a public school, see page 18 of this *Manual.*)

3. *Professional Growth Activities.* The credential holder has a responsibility to discuss potential activities with the professional growth advisor, and to select activities that are likely to contribute to his or her competence, performance, or effectiveness in the profession of education. It is the credential holder's right to select his or her professional growth activities, but he or she should not begin the activities until the advisor has determined that they comply with state laws and regulations.

4. *Amendments to the Plan.* The credential holder has a right to change any element of his/her professional growth plan at any time. He or she should not begin to pursue the amended goals or activities until the advisor has determined that they comply with the laws and regulations. No advisor or other person has the right to compel a credential holder to change a plan that has previously been determined to comply with the laws and regulations.

5. *Record of Hours Spent.* The credential holder has a responsibility to record accurately the actual number of clock hours that have been spent on completed activities. A credential holder who willfully signs and submits an inaccurate record which he or she knows to be false is subject to the penalties for perjury and unprofessional conduct. Time that may be counted includes those minutes/hours actually sent participating in the activity. Preparation time may only be counted in very special circumstances. Time in university course work may be counted by determining the "seat time" spent in the class or by using the conversion schedule developed by the Western Association of Schools and Colleges (see table on page 13). Each semester unit is the equivalent of 15 clock hours; each quarter unit is equivalent to 10 clock hours; and each continuing education or extension unit is equivalent to 10 clock hours.

6. *Verification of Time Spent.* After completing activities, it is the responsibility of the credential holder to give the advisor reasonable verification of time spent, if the advisor

requests it. Reasonable verification could include (but need not be limited to) college transcripts, materials distributed at workshops, or staff development programs, records of conference attendance, or other tangible evidence of time spent.

7. *Credit for Hours Spent.* The credential holder has a right to receive full credit for all hours spent at professional growth activities that are identified on a Professional Growth Plan and Record signed by an advisor, and for which reasonable verification of time spent has been presented to an advisor.

   If a credential holder needs to change advisors before completing all of the activities in a plan, he or she should record the time already spent in Item 18 of the plan, and the advisor who authorized the activity should initial each activity for which the credential holder provides reasonable verification. However, the credential holder retains the right to receive credit for time spent even if he or she changes from one employer or assignment to another, or if the advisor changes, or if the credential lapses.

8. *Completion and Submission of Forms.* The credential holder has a responsibility to fill out all items except Items 9, 10, 15, 16, 18, 20 and 22 on the Professional Growth Plan and Record (page 42), and to submit this form to his or her professional growth advisor for discussion. The credential holder also has a responsibility to fill out the top portion of the Verification of Successful Service (page 46), and to present this form to each employing agency for verification. Once the advisor has signed Items 20 and 22 on the Professional Growth Plan and Record, and each employing agency has signed the Verification of Successful Service, the credential holder has a responsibility to submit both of these documents to the Commission on Teacher Credentialing, along with a credential application form (yellow) and fee in order to renew the credential. This should be done during the last year of the renewal period.

9. *Appeal of Adverse Action.* The credential holder has a right to appeal to the Commission on Teacher Credentialing if the advisor has taken an adverse action that the credential holder considers to be unfair, arbitrary, or contrary to the terms of the law, regulations, or this *Manual.* For details regarding the appeal procedures and grounds for appeals, see page 20 of this *Manual.*

10. *Extension of Expired Credential.* The credential holder has a right to request, in accordance with the terms of Education Code Section 44279, that the Commission on Teacher Credentialing issue an extension of an expired Professional Clear Single Subject or Multiple Subject Teaching Credential that has been granted after August 31, 1985. For details regarding the extension requirements and terms, see page 19 of this *Manual.*

SELECTING A PROFESSIONAL GROWTH ADVISOR

Title 5 §80556(b). To be eligible to be a professional growth advisor, a person must hold a valid clear California teaching or services credential, and a baccalaureate degree from an accredited institution of postsecondary education. An employing agency that designates one or more professional growth advisors may establish additional qualifications for advisors.

If you are employed in California you should choose your professional growth advisor from the list provided by your employer. If you are unable to find a suitable advisor from the list, you may request that your employer approve someone of your choice who has agreed to help you by serving as your advisor. An advisor must hold a baccalaureate degree from an accredited institution and a valid clear, professional clear or life California teaching or services credential. The employing agency may require additional qualifications.

Optional methods of obtaining a professional growth advisor:

A. You may ask another employing agency to appoint an advisor from their approved list.

B. You may ask the Commission to approve the qualifications of a person you suggest to be your advisor. Send a signed and dated request naming the person you wish to have approved. Include a brief summary of that person's qualifications to serve as a professional growth advisor and a copy of their qualifying credential.

   Promising groups of potential advisors include principals, mentor teachers, other teachers, appropriately credentialed persons who have retired from service as teachers or administrators, college or university personnel who hold credentials, and staff members in teacher centers and other regional service organizations in education.

C. If you are unsuccessful in obtaining a professional growth advisor after trying all methods mentioned above, you may request that the Commission serve as your advisor. As you will not receive the benefit and support that face-to-face contact provides, we ask that you use the Commission as the last alternative. Mail your request, with the Professional Growth Plan and Record form found in this *Manual*, to the attention of the Professional Growth Advisor, Commission on Teacher Credentialing, P.O. Box 944270, Sacramento, CA 94244-2700.

Credential Holders Not Currently Employed in Public Schools -- see options A, B, and C above, and page 18.

We at the Commission can fulfill the legal obligation to approve your Professional Growth Plan, but cannot give you the attention and support you can get from one-on-one contact with an advisor in your area, so please consider us only as a last resort.

Credential Holders Residing Out-of-State -- see page 19.

PROFESSIONAL GROWTH GOALS

All activities must contribute to a credential holder's competence, performance, or effectiveness as an educator. Every goal selected must meet this standard. Your goals may relate to teaching or services credentials or to authorizations that you currently hold or ones you are trying to attain. The goals and activities that you select should potentially lead to your growth and improvement as an educator, to the overall improvement of your school, or to education as a profession. Routine planning, extra-curricular activities, and personal improvement activities should not be included in your credential renewal goals or used as activities.

Examples of Professional Growth Goals

Several examples of professional growth goals are presented below to illustrate goals at an appropriate levels of specificity. The examples are not intended to prescribe or suggest what a credential holder's goals should be.

- To understand the social, cultural, and historic background of my Mexican-American students better.
- To learn new ways to communicate with the parents of my students.
- To develop a classroom management plan based on positive reinforcement.
- To become qualified as a special education resource specialist.
- To find out what experts define as "effective teaching".
- To develop new ways to evaluate my students' progress.
- To prepare myself to teach a course in economics.
- To lead the preparation of legislation that will limit class size to twenty-five students.
- To learn how to be a teacher/advisor in a middle school.
- To add a supplementary authorization in mathematics to my teaching credential.
- To seek a CLAD/BCLAD credential.

DOMAINS OF PROFESSIONAL GROWTH

The substance or content of each activity must clearly fit one or more of the following domains of professional growth in education.

1. *A subject or subjects the credential holder teaches*, or reasonably expects to teach, in kindergarten or in grades one through twelve.

2. *A field of specialization in which the credential holder serves,* or reasonably expects to serve, in kindergarten or in grades one through twelve. Examples of fields of specialization include (but are not limited to) bilingual education, cross cultural education, and special education. Professional growth activities that lead to additional credentials and authorizations are allowed and encouraged.

3. *Concepts, principles and methods of effective teaching, curriculum, and evaluation* in kindergarten or in grades one through twelve. Examples include (but are not limited to) learning about classroom management, inquiry strategies, curriculum improvement, and diagnostic assessment of pupil progress.

4. *Concepts and principles of physical, intellectual, social and emotional development* among children and youth. Examples include (but are not limited to) learning about research on motor development, theories of intellectual growth, or ways to foster students' ethical development.

5. *Concepts and principles of human communication, learning, motivation, and individuality.* Examples include (but are not limited to) learning about language structure, theories of the psychology of human learning or motivation, and studies of individual differences in humans.

6. *Languages and cultural backgrounds* of groups of children and youth who attend California schools.

7. *Concepts and principles of effective relationships among schools, families, and communities.* Examples include (but are not limited to) learning about community involvement in education and strategies for conducting parent conferences.

8. *Roles, organization, and operation of public education* and of institutions that promote public education. Examples include (but are not limited to) learning about the history and functions of public education, the effective management of public schools, and the purposes and contributions of professional and civic organizations in education.

Credential holders should choose, and advisors must certify, only activities whose substance is clearly subsumed within one or more of these eight domains of professional growth.

PROFESSIONAL GROWTH ACTIVITIES

The credential holder must ask if each activity will contribute to his or her competence, performance, or effectiveness in one or more of the domains of professional growth. To satisfy the credential renewal requirements of state law and regulations, a credential holder's professional growth program must satisfy each of the following standards.

Professional Growth Program Standards

- Each activity must be likely to contribute to the competence, performance, or effectiveness of the credential holder in one or more of the domains of professional growth described on page 10.
- Each activity must begin after the credential holder applied for the professional clear credential, or for the most recent renewal of this credential.
- Each activity must be of high quality and consistent with the credential holder's professional growth goals, as stated in Item 8 of the Professional Growth Plan.
- Each activity must be included in one or more of the categories of professional growth activities described on pages 13-17.
- The credential holder's Professional Growth Plan and Record must ultimately include activities in at least two of the categories on pages 13-17.

The credential holder should identify activities that satisfy these standards on his or her Professional Growth Plan and Record, Items 11 through 14. The professional growth advisor should complete Item 15, initial Item 16 and sign Item 20 of the plan if the activities listed in Items 11 through 14 fulfill all of these standards.

Once a professional growth plan has been developed and the form signed by an advisor, the credential holder may add more activities to Items 11 through 14. Added activities must also meet the standards. If they do, the advisor should certify the added activities by completing Items 15 and 16.

Whether an activity is of high quality, and whether it will contribute to the competence, performance, or effectiveness of the credential holder, should be decided collaboratively by the credential holder and his or her advisor before the Professional Growth Plan and Record is signed, and before an amendment is initialed. The standards provide credential holders and their advisors considerable latitude to exercise professional judgment and discretion as activities are being planned. The success of the professional renewal program depends largely on the careful selection of professional growth activities. Thoughtful planning must occur when activities are being selected and approved by the advisor because a credential holder may not be penalized after completing an approved activity if it proves to be of little merit.

Examples of Professional Growth Activities

The following examples illustrate the level of detail that should be included in Item 11 of a Professional Growth Plan and Record.

- Educ 104 on "Mexican-Americans in the Schools" at UCSM.
- Joint workshops on parent involvement by the PTA and the CEA.
- Independent study of classroom management systems using reinforcement techniques.
- Special education resource specialist program at CSULB.
- Attend weekend conference on effective teaching by Western Education Research Association.
- Use individualized modules on diagnostic evaluation at the Teacher Center.
- Econ 10 on Economic Systems at Los Adobes Community College.
- Chair the Legislative Action Committee on Class Size Reduction of CEA.

Categories of Acceptable Activities

The seven categories of acceptable activities are defined below. **Activities must be chosen from at least two of the following categories and must be completed during the five year renewal cycle.** Excess hours completed in one five-year cycle may not be saved and subsequently applied to the next cycle.

(1) *Completion of one or more college or university courses*

Acceptable courses include lower division, upper division or graduate level courses offered on-campus, off-campus, or through extension by any regionally accredited two-year or four-year college or university, in California or outside of this state. Courses may be taken for college credit, or for continuing education units, or may be audited. Courses must be completed, and the credential holder must earn a grade of C or better in courses that are taken for credit (or a pass in courses taken on a "pass or fail" basis).

The clock hours that may be recorded on the Plan and Record form are restricted to (a) time spent in class, (b) time spent in laboratory or discussion sections that are associated with the class, and (c) time spent on out-of-class assignments that the credential holder and professional growth advisor agree would qualify as activities in categories (2) through (7) below. For example, a credential holder could record time spent on an individual study that was part of a college course, provided the credential holder examines a specified topic, produces a written report or other tangible product, and evaluates the individual project and its product.

If time spent seated in the classroom is longer than the times listed in the conversion table, an explanation will be needed. Required lab work is an example of when extra time might be recorded.

Time spent completing routine out-of-class assignments, such as reading assignments or preparing for tests, may **not** be recorded.

Conversion of Units to Clock Hours

1 Quarter Unit = 10 Clock Hours 1 Semester Unit = 15 Clock Hours
1 Continuing Education Unit = 10 clock hours

Quarter/Continuing Ed Units	= Semester Units	= Clock Hours
1	2/3	10
2	1 1/3	20
3	2	30
4	2 2/3	40
5	3 1/3	50
6	4	60
7	4 2/3	70
8	5 1/3	80
9	6	90
10	6 2/3	100
11	7 1/3	110
12	8	120
13	8 2/3	130

(2) *Conferences, workshops, teacher center programs, or staff development programs*

Acceptable workshops and programs include ones whose purpose is to increase the professional knowledge, competence, performance, or effectiveness in education of the participants, regardless of the source of sponsorship or funding for the activity.

Recorded clock hours must be restricted to (a) time spent in those portions of the conferences, workshops, or programs that contribute to participants' professional knowledge, competence, performance, or effectiveness in education, and (b) time spent completing outside assignments that would qualify in categories (3) through (7) below. Time spent in "business" meetings of the sponsoring organizations may **not** be recorded.

Course work taken at institutions of higher education that are not regionally accredited may not be counted in category 1; however, time from these courses may be used as "workshops" for the purposes of professional growth. These courses may not be used for the purposes of adding supplementary authorizations to a credential.

Activities completed as part of teacher support programs such as the California New Teacher Project may be counted for the purposes of professional clear credential renewal. The activities may be counted as part of category 2 or another applicable category.

(3) *Systematic programs of observation and analysis of teaching*

To be acceptable, each program must be planned, must focus on one or more predetermined aspects of teaching, and must include follow-up activities such as discussion, critique, or application of what has been observed or analyzed.

This category is designed to encourage peer assistance, modeling, and coaching while the credential holder learns new skills or strategies.

Acceptable clock hours are those spent (a) planning and conducting the observations, (b) discussing or critiquing the activity, and (c) planning applications of what has been learned for the credential holder's classroom.

(4) *Service in a leadership role in an educational institution*

Acceptable activities include those in which the credential holder contributes to the improvement of a school, school district or other educational institution, including the planning and implementation of the improvement. The following examples illustrate acceptable activities in this category.

- Time spent assisting teachers, developing curriculum, providing staff development, or serving on a school site council engaged with improvement of the school either as a mentor teacher or in another official capacity in the school or district.
- Time spent planning and developing new sets of materials for teachers or students, either in an official capacity in a school or as a member of a district, state, national, or international panel or committee.

- Time spent preparing a proposal to create a new facility, course of study or program in an educational institution.

- Time spent selecting mentor teachers, or screening proposals for instructional improvement grants, or participating on a school accreditation team, or serving on the advisory board of a teacher center, to the extent that this time contributes to the improvement of the educational institution.

Time that may **not** be recorded includes time spent on the routine functioning of an educational institution, and time spent carrying out a teacher's basic responsibilities, including (but not limited to) planning lessons, arranging a classroom environment, preparing assorted instructional materials, assessing student performance, or keeping records.

(5) *Service in a leadership role in a professional organization*

For the service to be acceptable, the credential holder must serve as an elected officer, a chair of a committee, or an official representative of an organization of professional educators. Recorded hours must be restricted to time spent charting, planning, or forming educational or professional policies, positions or directions for the organization to pursue. Examples of acceptable activities in this category follows:

- Time spent chairing meetings of a curriculum and instruction committee of a state teacher's organization during which new policies regarding curriculum and instruction are planned and developed for the organization to pursue.

- Time spent developing legislative proposals as the chair of the legislative committee of a statewide organization of mathematics teachers.

- Time spent formulating standards for computer education teachers as an official representative of Computer Using Educators.

- Time spent developing new standards of professional ethics as an elected officer of a national organization of school administrators.

- Time spent planning new structures of community involvement in schools while serving as the official representative of a local bargaining unit to the local PTA chapter.

Recorded clock hours must be restricted to time spent in meetings of the educational or professional committee, or as an official representative of the professional organization, when policy decisions are being discussed.

Activities that contribute to the ongoing operations or functioning of a professional organization are **not** acceptable. The following are examples of activities that are **not** acceptable.

- Time spent representing an employee bargaining unit in contract negotiations with the employer.

- Time spent as the chair of a membership drive for the state organization of science teachers.

- Time spent developing and maintaining fiscal records as the treasurer of a professional organization.

(6) *Educational Research and Innovation*

Participation in efforts to conduct educational research or to investigate educational innovations are acceptable, provided that the credential holder has an active role in one or more of the following stages of the effort: planning, analyzing, interpreting, demonstrating, disseminating, or evaluating a study or innovation. Examples of acceptable activities in this category follow.

- Time spent planning and evaluating a field test of a set of new science experiments for possible future use in elementary classrooms.
- Time spent as a member of a group to identify the elements of effective teaching as a basis for determining the staff development needs of a school district.
- Time spent analyzing the results of a study of the relative effectiveness of two systems of reading instruction, and time spent explaining the study to parents, teachers, and administrators.
- Time spent demonstrating an experimental program of drug abuse education.

Examples of activities that are **not** acceptable in this category are illustrated below.

- Time spent filling out a questionnaire or other data-collection instrument.
- Time spent teaching routine lessons which are observed by faculty members and students from a local university.
- Time spent arranging for pupils to be released from class to participate in an experimental program to address the school dropout problem.

(7) The Commission has determined that the activities specified below may also fulfill the professional growth requirements.

(A) Participation in a ***professional exchange program*** in which the credential holder changes positions with another educator for an extended period of time. For example, a high school chemistry teacher trades teaching assignments for one semester with a professor who teaches the chemistry methods course at a local university.

(B) Participation in ***alternative work-experience programs***, paid or volunteer, in which the credential holder fulfills new professional responsibilities for a specified period of time. For example, a high school auto shop teacher takes a sabbatical leave and works at a Chrysler Motors assembly plant.

(C) Participation in a ***program of independent study***, provided that the credential holder investigates a specified aspect of education, produces a written report or other tangible product, and evaluates the independent study and its product. For example, an elementary teacher undertakes a program of reading the leading theorists in early childhood education, including Maria Montessori, Bruno Bettelheim, and Jean Piaget. She completes a journal as she reads. Afterwards, she writes a brief critique of early childhood education theories and practices.

(D) ***Creative endeavors***, provided that (1) the credential holder either creates a tangible product that exhibits originality of thought and execution, or exhibits a creative talent while participating in a group production, and provided that (2) the creative endeavors directly relate to a subject or student group the credential holder teaches or reasonably expects to teach. For example, a junior high teacher of dance earns a role in a local production of "A Chorus Line", or an elementary teacher assigned to produce a school play volunteers to design sets for the local theater group.

(E) ***Cultural experiences*** such as attendance at museums or musical, dramatic, or dance productions, or cross cultural immersion in the language and culture of an ethnic or national group, *provided* that each experience directly relates to a subject or student group the credential holder teaches, or reasonably expects to teach. For example, a high school Spanish teacher spends the summer in a Spanish immersion program in Mexico, or an elementary music resource teacher attends a concert by the Tokyo Philharmonic Orchestra in San Diego.

(F) ***Instruction in cardiopulmonary resuscitation (CPR)***, including training in subdiaphragmatic abdominal thrust (also known as the "Hemlich maneuver"), may be an acceptable activity if it meets the standards of quality of either the American Heart Association or the American Red Cross or can be shown to be at least of equivalent quality.

CREDENTIAL HOLDERS IN SPECIAL SITUATIONS

No Suitable Advisors Available

If a credential holder determines that his or her employing agency has not designated a suitable advisor, one with whom he or she can establish a productive or instructive colleaguial relationship, he or she may suggest the name of a possible advisor to a representative of the employing agency. The employing agency may choose to designate the person as an advisor if the person meets the qualifications designated by the agency. If the employer has not designated any professional growth advisors, the credential holder may need to inform an administrator of his or her need for an advisor. If these measures are not successful, the credential holder may ask an official of another agency for permission to consult with an advisor employed by that other agency. Alternatively, the credential holder may ask the Commission to approve a Professional Growth Plan or Record or approve the qualifications of an advisor.

Substitute Teachers

California statute requires that any district that employs a certificated person whether in a full-time part-time or substitute basis must provide an advisor for those persons.

A substitute teacher may choose an advisor from any of the school districts where he or she works. Unfortunately some school districts have not met their obligations of providing an advisor. When the CTC receives information that this has occurred, phone calls and or letters are sent to the personnel directors and or superintendents in the districts. With very few exceptions, districts have provided advisors quickly and with no difficulty. In those rare cases when a district does not provide an advisor, there are three options that the credential holder may choose: 1) the individual may go to any local education agency such as a county office or other district and ask that an advisor be appointed; 2) the credential holder may write to the Commission and ask that a person that the credential holder has selected be designated as an advisor. That person must hold a valid teaching or services credential. These persons serve voluntarily. Please enclose a photocopy of the advisor's credential at the time of the request, and with the credential renewal paperwork. Among those particularly well suited to serve as advisors are teachers, retired teachers, and university educators who have maintained the validity of their teaching credentials; 3) if the credential holder does not have someone that he or she would like to have designated as an advisor, then he or she may request that the Commission serve as an advisor. This should be the "last resort" choice since it is very difficult to form the collegial bond that one should have with an advisor when the communication is done largely through correspondence and over the phone.

Credential Holders Not Currently Employed in Public Schools

Persons who are not currently employed in a public school setting may use the three options mentioned above. The second option has been found to be particularly appropriate for persons who are not currently working outside the home.

Persons working in private schools may select any person designated by the head of the private school (i.e. private schools may designate advisors in the same way that public schools do).

Credential holders who select from a list established by a private (or public) school do not need to seek approval of the advisor from the Commission.

Credential Holders Working in Other States or Countries

Persons who want to maintain the validity of their California credentials may complete renewal requirements wherever they reside. There are three ways to select an advisor: 1) if you began teaching in California before you moved and had an advisor designated by a California district, then that advisor may continue to serve by mutual agreement; 2) you may nominate a person to serve as your advisor. In order to be eligible that person must hold valid certification as a teacher in the state, country or circumstance in which they are teaching. For example, if you were teaching in Department of Defense Schools, certification from any state can be used to authorize service in their school system; therefore, you could choose any teacher employed by DODS to serve as your advisor. All that is needed is that you submit a simple letter to the CTC naming the person who you are nominating, provide a brief description of the person's qualifications including that the person has agreed to serve as your advisor, and enclose a photocopy of that person's credential. If that person holds a valid California credential, you may submit that person's social security number instead. Submit the same information when you submit your final paperwork for credential renewal; 3) if there is not anyone that you would like to have serve as your advisor locally, you may ask the Commission to serve as your advisor. As above, simply write a letter with your request. Mail to the attention of the Professional Growth Advisor, Commission on Teacher Credentialing, P.O. Box 944270, Sacramento, CA 94244-2700. Because nearly all communication is made by letter and occasionally by phone, this is seen as a less acceptable mode of receiving advice.

Extension of Time to Complete Professional Growth Requirements

If a credential holder does not complete the professional growth or service requirements during the five-year renewal period, the credential will expire. He or she is eligible for a one-time, two-year extension of the professional clear teaching credential. However, there is no penalty for allowing a credential to expire as long as the holder is not currently employed in a position which requires it. The individual may apply for reissuance of the expired credential as soon as the professional growth and service requirements have been completed.

- The credential holder is responsible for requesting the extension in a written statement to the Commission, including an application form and fee.

- The request for automatic extension may be made for any reason, but the credential holder is eligible for extension **only once** during his or her career as an educator [Education Code Section 44279 (a)]. Subsequent requests for extension will be dealt with on a case by case basis by the Licensing Division of the Commission.

- Within the two-year extension period, the credential holder must complete all unfinished renewal requirements or the Commission will invalidate the credential [Education Code Section 44279 (b)].

- To be eligible for extension of an expired credential, the credential holder will be required to fulfill all requirements that are in effect for issuance of the credential at the time he or she applies.

- The long term Multiple or Single Subject Emergency Substitute Credential is not available to holders of professional clear credentials that have expired.

The two-year extension requires:
- application and current fee;
- written request for one-time, two-year extension of the professional clear credential.

Appeal Procedure

A credential holder may appeal an adverse action by a professional growth advisor (see Education Code Section 44278 in Appendix A). The appeal must be addressed to the Executive Secretary of the Commission on Teacher Credentialing. Grounds for ruling in favor of the appeal include:

- The advisor refused to sign a Professional Growth Plan and Record or an amendment that satisfies the requirements of Education Code Section 44277. If the Commission determines that this has occurred, the Commission will approve the plan or the amendment.

- The advisor refused to verify time spent at professional growth activities that satisfy the requirements of Education Code Section 44277. If the Commission verifies time spent at the activities, and if other requirements have been met, the Commission will renew the professional clear credential.

- Bias, fraud, unfair discrimination or arbitrary action by the advisor prevented the credential holder from fulfilling the terms of a signed Professional Growth Plan and Record. If the Commission determines this has occurred, the Commission will grant the credential holder additional time, up to five years, to complete the program of professional growth.

Whenever possible, the credential holder is encouraged to resolve disputes at the local level,

- by requesting assistance from a local Professional Growth Panel, if one has been established, or

- by seeking another advisor.

Any credential holder who wishes to appeal an adverse action related to professional growth activities or service shall state in writing:

(1) what action has prompted the appeal;
(2) the names of the persons involved; and
(3) what attempts have been made to resolve the problem at the local level.

Any problems that can be resolved administratively between the Commission staff, the credential holder, and the employing agency or professional growth advisor, will be

resolved at this level. Any cases that cannot be handled administratively will be referred to a Professional Growth Appeals Board that is established by the Commission.

- The Professional Growth Appeals Board shall consist of five members, who shall be appointed in accordance with the Commission's procedures for appointing Advisory Panels. Three of the members will be practicing teachers. At least one of those practicing teachers shall have served as a professional growth advisor. One other member shall be a practicing administrator, and one member shall be appointed at large. Members' terms shall be for two years, and they may be reappointed.

If a credential holder decides to appeal a decision by the Professional Growth Appeals Board, the case shall be heard by the Licensing and Professional Development Committee of the Commission. Contact the Commission office for specific information about applying for an appeal.

Persons Who Finish Professional Growth and Service Early

The Commission does not have statutory authority to issue a professional clear credential for more than a five year period. Therefore, if a credential holder submits his or her forms, application, and fee before the end of the fourth year of the credential renewal period, the new renewal period (next professional growth cycle) will begin on the date of application for renewal and be valid for five years. If a person renews his or her credential in the last year of the renewal period, the next renewal period will begin with the expiration of the current credential. For example:

1. the professional clear credential was issued on 9-15-89 and expires 10-1-92. The holder finishes requirements and applies for renewal on 6-20-90. The new credential will be valid 6-20-90 to 7-1-95.

2. the professional clear credential was issued 9-15-87 and expires 10-1-92. The holder finishes requirements on 6-20-88 but waits to submit the application until 1-15-92. The new credential will be valid from 10-1-92 to 10-1-97.

By renewing the credential early, the holder cancels any time remaining on the current credential. He or she will need to complete a new set of professional growth and service requirements during the new period. However, the holder may request an early renewal by submitting an application, fee and a signed request. **It is in the credential holder's interest to wait until the last year of the five year renewal period before applying for renewal.**

FREQUENTLY ASKED QUESTIONS OF A CREDENTIAL HOLDER

Do these renewal requirements apply to holders of other credentials besides initial clear Multiple or Single Subject Teaching Credentials?

The professional growth and service requirements in the Education Reform Act of 1983 apply only to an individual's first clear Multiple or Single Subject Teaching Credential issued after August 31, 1985. The requirements **do not** apply to the following:

- clear teaching credentials initially issued before September 1, 1985;
- a person's second or subsequent clear teaching credential regardless of the date of issuance;
- services credentials; or
- other teaching credentials such as Specialist Teaching Credentials and Designated Subjects Credentials.

These four types of credentials may be renewed by submitting an application and a fee. Subsequent laws may add professional growth requirements to other credentials.

How do I select a professional growth advisor?

If you are employed in California, you should choose your professional growth advisor from the list provided by your employer. If you are unable to find a suitable advisor from the list, you may request that your employer approve someone of your choice who has agreed to help you and serve as your advisor. An advisor must hold a baccalaureate degree from an accredited institution and a valid clear, professional, or professional clear California teaching or services credential. The employing agency may require additional qualifications.

Optional methods of obtaining a professional growth advisor:

A. You may ask another employing agency to appoint an advisor from their approved list.

B. You may ask the Commission to approve the qualifications of a person you suggest to be your advisor. Send a signed and dated request naming the person you wish to have approved. Include a brief summary of that person's qualifications to serve as a professional growth advisor, a copy of their qualifying credential, and a statement that the person has agreed to work with you.

Promising groups of potential advisors include principals, mentor teachers, other teachers, appropriately credentialed persons who have retired form service as teachers or administrators, college or university personnel who hold credentials, and staff members in teacher centers and other regional service organizations in education.

C. If you are unsuccessful in obtaining a professional growth advisor after trying all methods mentioned above, you may request the Commission to serve as your advisor. As you will not receive the benefit and support that face-to-face contact provides, we ask that you use the Commission as the last resort. Mail your request, with the Professional Growth Plan and Record form found in the Professional Growth Manual, to the attention of the Professional Growth Advisor, Commission on Teacher Credentialing, P.O. Box 944270, Sacramento, CA 94244-2700. Include on the form any goals that you would like to pursue and any activities you plan to take.

Persons who wish to keep their California professional clear credentials current while residing in other states or countries, may do so by completing professional growth activities and professional service in their place of residence. An advisor must be designated by the Commission as described on page 19. If no qualified and suitable advisor is available, the Commission will serve as your advisor if written request is made.

What can I do if my advisor won't approve my Professional Growth Plan?

If the advisor has a good reason for not signing the plan, or for not initialing a particular addition to it, the Commission recommends that you heed her or his suggestions. If you believe that the advisor is not justified in his or her refusal, there are several options you may take. See page 20-21 for details.

- If a local Professional Growth Panel has been established, discuss the disputed issues(s) with the Panel.
- Seek the advice of another advisor designated by your employing agency.
- Appeal by writing to the Executive Secretary of the Commission on Teacher Credentialing.

What if I am not currently employed in a public school and want to continue to hold a valid teaching credential?

You may ask any employing agency (including county offices) to give you a list of names and work locations of advisors who can assist you. If you are unsuccessful in engaging an advisor or are living outside of California, you may contact the Commission directly for approval of an advisor you pick, or for approval of your Professional Growth Plan or Record. See items B and C on page 8.

Who is responsible for getting the credential renewal documents signed and sent to the Commission?

The credential holder is responsible for completing all forms, keeping records of all activities, requesting all signatures, and mailing all required items to the Commission before the credential expires.

What happens if I change districts or work in more than one district?

If you change employment after your plan has been signed by an advisor, your signed plan remains valid. If an advisor has verified time spent, you retain credit for those hours. You may want to amend your plan to reflect any new responsibilities. If you need a new advisor, you should request a list of advisors from an administrator of the new employing agency.

If you work as a substitute teacher or in another capacity for more than one district, you may request the assistance of a professional growth advisor from either district.

What should I do if my advisor tries to charge me a fee or requires that I provide some service in exchange for signing my Plan?

Tell the advisor that payment or service in exchange for approval is prohibited by the State regulations. If the advisor persists, inform the chief administrative officer of the employing agency and, where available, the Professional Growth Panel. You may want to seek a new advisor. If these measures do not bring relief, contact the Commission.

What happens if I move to another state or country?

Professional clear credential holders who want to maintain their California credentials may complete professional growth and service requirements in any location around the world. Activities may be selected and teaching service may be performed in any part of the world. You will need a Professional Growth Advisor. Consult page 19 to find out how to obtain an advisor.

PROFESSIONAL GROWTH ADVISORS

To serve as a professional growth advisor, an individual must hold a baccalaureate degree from an accredited college or university and a valid clear, professional, or professional clear or life California teaching or services credential. Those persons who are serving as professional growth advisors in states or countries outside of California, must hold valid certification applicable in the place of employment, and must be designated as an advisor by the Commission on Teacher Credentialing.

Employing agencies, such as school districts, designate certificated individuals to serve as professional growth advisors on behalf of credential holders who must fulfill the professional growth requirements. The duties of employing agencies are outlined on pages 31 of this *Manual*. The following paragraphs outline the responsibilities and rights of professional growth advisors.

1. *Know the Requirements.* A professional growth advisor should know the contents of this *Manual*, discuss these with the credential holder, and answer questions about them. The advisor should serve as a source of helpful information about the credential holder's obligations.

2. *Recommend Activities.* An advisor should discuss the staff development needs of the employing agency and the school with the credential holder. The advisor has a right to recommend professional growth activities and domains of activities, but does not have a right to compel the credential holder to pursue particular activities.

3. *Advise Credential Holders.* An advisor should advise credential holders about their professional growth plans and activities. He or she may ask questions, make observations and suggestions, and assist credential holders in obtaining information about professional growth opportunities.

4. *Use the Standards.* An advisor has a responsibility to determine whether activities identified on a Professional Growth Plan and Record satisfy the standards that are explained on page 11 of this *Manual*. The advisor has a right to ask a credential holder to explain how or why the planned activities satisfy the standards. If the planned activities are consistent with the standards, the advisor has a responsibility to sign Item 20 on the Professional Growth Plan and Record. If one or more of the planned activities does not satisfy the standards, the advisor has a responsibility to inform the credential holder.

5. *Categories of Activities.* When an advisor discusses the professional growth plan with the credential holder, the advisor should indicate that the Professional Growth Plan and Record must include activities in two or more categories listed on pages 13-17, if two or more categories are not reflected in the original plan.

6. *Additions to a Professional Growth Plan and Record.* An advisor has the responsibility to initial any addition to a plan that is consistent with the standards on page 11. The advisor should initial added goals in Item 10 and added activities in Item 16 of the plan.

7. *Activities Already Begun.* An advisor is not required to sign Item 20 on the Professional Growth Plan and Record if the credential holder has already begun one or more of the activities identified on the plan. The advisor may sign Item 20 if he or she believes that the credential holder had a good reason for beginning the activities before the plan was signed.

8. *Verification of Time Spent.* An advisor has a responsibility to examine Items 17 and 19 on a credential holder's Professional Growth Plan and Record. He or she has a right to require the credential holder to provide reasonable verification that Items 17 and 19 are accurate. The actual hours spent on an activity should be recorded. Use the table on page 13 as a guide in converting course work units into clock hours.

   If a credential holder needs to change advisors before completing the activities in a signed plan, the original advisor should initial each activity in Item 18 for which he or she has seen reasonable verification.

9. *Sign a Professional Growth Plan and Record.* An advisor has a responsibility to sign Item 22 on a Professional Growth Plan and Record if he or she believes all of the information is accurate, based on verification by the credential holder or a previous advisor, and the activities were identified on the professional growth plan signed by an advisor. If the Professional Growth Plan and Record does not satisfy these conditions, the advisor has an obligation to inform the credential holder.

10. *Independence from Performance Evaluations.* A professional growth advisor must discharge his or her responsibilities independently of any evaluation of the credential holder's performance that is conducted to determine the credential holder's employment status.

FREQUENTLY ASKED QUESTIONS OF A PROFESSIONAL GROWTH ADVISOR

How much time am I expected to spend with the credential holder(s) I advise?

No time requirements are mentioned in state laws or regulations. An employing agency may set contact requirements if it chooses to do so. The Commission has estimated that each advisor will spend, on the average, about five hours per credential holder each school year. Not all meetings need to be in person; interactions can be by telephone or by written messages.

What are the grounds for not signing Item 20 on a credential holder's Plan?

As a professional growth advisor, you should sign a Professional Growth Plan and Record only if you are satisfied that all of the following are true: (1) each proposed activity is of high quality and is consistent with the credential holder's professional growth goals as stated in the plan; (2) each proposed activity is likely to contribute to the credential holder's competence, performance, or effectiveness in one or more of the domains of professional growth that are defined on page 10 of this *Manual*; (3) each proposed activity fits one of the categories of activities that are defined on pages 13-17; (4) the credential holder did not commence any of the activities before applying for the professional clear credential, or for the most recent renewal of this credential. If any of these standards are not met, do not sign the plan.

If a credential holder requests an advisor's signature or initials for an activity that he or she has already begun or completed, the advisor may sign Item 20 or initial Item 16, but is not required to do so.

What are the grounds for not signing Item 22 on a Record?

As an advisor, you should sign Item 22 on a Professional Growth Plan and Record only if you are satisfied that the credential holder has: (a) engaged in the activities identified; and (b) spent the number of hours shown. Do not sign the record if either of these provisions do not apply.

What does "reasonable verification" mean?

A professional growth advisor can require a credential holder to provide evidence that he or she has engaged in a particular activity, or that the record of time spent is accurate. Reasonable verification may include (but is not limited to) products or an activity; official records of attendance; copies of notes or minutes; materials distributed at classes, workshops, conferences, or staff development programs; or other tangible records of activities. Professional growth advisors may use considerable discretion in requiring such evidence. For example, if communication has occurred consistently

between the advisor and the credential holder, less verification evidence should be necessary.

Where do I go if I have questions about the professional growth requirements?

If your employing agency has set up a Professional Growth Panel, its members may be a good source of information. Other professional growth advisors may also be able to answer your question(s). For information about the availability of professional development activities, you may want to talk to your school district's manager of staff development. For information about the renewal requirements, you may also call or write to the Commission at the address or phone number listed on the cover of this *Manual.*

A SCENARIO OF A RELATIONSHIP BETWEEN A CREDENTIAL HOLDER AND A PROFESSIONAL GROWTH ADVISOR

The Commission hopes that the professional growth advisor and credential holder will begin their relationship soon after the beginning of each credential renewal period. An optimal relationship might be something like the following.

Sara Driscoll applies for her professional clear credential in January of 1986. She requests and receives a list of potential professional growth advisors from her employing agency in February, 1986. She chooses three persons to call, based upon their subject matter interests and grade level experience. Sara talks briefly with each of them and chooses Amy Vance as her advisor.

Sara and Amy arrange to meet for breakfast on March 6. Sara has been thinking about three areas of growth. Her self-assessment has led her to want to learn more about the use of computers in her sixth grade classroom. She wants to improve the science activities in her classroom. She also wants to understand more about the cultural background of her students since each year a larger percentage of her students are Mexican-Americans.

Amy listens to Sara's concerns and priorities, and makes some suggestions to further focus Sara's goals. Amy also suggests some activities suited to the goals. She clarifies some of the professional growth requirements, about which Sara has some questions. As part of the discussion, Amy talks about some of the needs and priorities of the district and some of the opportunities for professional growth in the local area. For example, she suggests that Sara enroll in the introductory computer course at the local teacher center.

Sara and Amy agree to meet again in April to finalize Sara's goals and planned activities.

Amy is a mentor teacher in her district and has been working on a curriculum development project in science. In April, Amy brings a summary of the science curriculum she has developed. After seeing the summary, Sara decides to include observation of the science program in Amy's class as one of the activities in her plan. Amy makes two other recommendations which Sara accepts, and one that she does not. Since all of the goals and planned activities are consistent with the Professional Growth Manual, Amy signs Item 19 on Sara's plan. They agree to discuss Sara's progress on a monthly basis.

Over the next year Sara and Amy contact each other several times. The contacts are quite frequent in the three month period after Sara visits Amy's class. During these visits, Sara focused on the startup procedures, the small group inquiries, and the individual contracts Amy has set up. Each time Sara visits, Amy arranges for a debriefing. Amy also asks for comments from Sara, who suggests that one of the small groups may need more structure. The first time Sara tries a lesson using a bimetallic strip, Amy observes and offers a critique.

As suggested by Amy, Sara takes the computer course at the Teacher Center. Her classroom is chosen as one of the rooms that will have its own computer in her school. She sets up a work station for the computer. Sara and three other teachers decide to write a

proposal for an Instructional Improvement Grant to develop a computer learning center in their school. Sara and Amy meet, and Amy initials the additions to the Professional Growth Plan and Record on Item 16.

In the Fall of 1989, Sara enrolls in an introductory course on Mexican-American culture at the local university. She follows it with another course entitled "Acculturation and La Raza".

Within four years after applying for her credential, Sara has completed her professional growth program. On the Professional Growth Plan and Record she totals the clock hours for each activity she has completed. Sara and Amy meet once again to review the record. Since Sara has kept Amy informed throughout the renewal period, Amy does not need to see any verification materials. They evaluate the experiences by commenting on those activities that have been more useful than others. Amy will use the results of the evaluation as she advises other credential holders, and Sara will use the evaluation as she prepares for her next renewal cycle. Sara and Amy sign the Professional Growth Plan and Record (Items 20-21). Sara takes the Verification of Successful Service to her employer, who verifies her service with the district. Sara completes a credential application form (yellow), and purchases a money order for the application fee in June of 1990. She will begin her next renewal cycle in January of 1991 and already has some ideas about the activities she wants to pursue.

EMPLOYING AGENCIES

The Education Reform Act of 1983 added Sections 44277 through 44279 to the Education Code, which established new duties for agencies that employ certificated teachers. Pursuant to this statute, in 1985 the Commission on Teacher Credentialing added Sections 80550 through 80565 to Title 5 of the California Administrative Code. These laws and regulations appear in Appendices A and B of this *Manual*.

The responsibilities and rights outlined below are based on the laws and regulations in the appendices. They apply to state and regional agencies, county departments of education and school districts in which all of the following conditions prevail: (a) the organization is a public entity; (b) some or all of the organization's staff members are required by law or by organizational policy to hold valid teaching credentials; and (c) the organization employs one or more individuals as full time employees or as part time employees including substitute teachers who hold professional clear teaching credentials whose renewal is subject to the requirements of Education Code Section 44277. The Commission also recommends the following as guidelines for consideration and implementation by private schools and other nonpublic educational organizations that employ one or more teachers who must complete the renewal requirements to retain their credentials.

1. An employing agency must designate one or more certificated persons to serve as professional growth advisors on behalf of the holders of professional clear teaching credentials.

2. The employing agency must adopt policies and procedures to govern the selection of advisors. The policies and procedures must provide for the best possible match between credential holders and advisors. Individuals who select the advisors must consider: (a) their subject matter and pedagogical compatibility with the holders of professional clear credentials; (b) their interest in special topics (such as bilingual education) that may concern the holders of these credentials; (c) the interactive skills of the potential advisors; (d) the advisors' proximity to the work locations of professional clear credential holders; and (e) a reasonable workload for the advisors. Having taken these factors into consideration, the agency has a right to designate any number of qualified persons to be advisors.

3. The employing agency has a responsibility to designate advisors who hold (a) baccalaureate degrees from accredited institutions of postsecondary education, and (b) valid clear, professional clear, professional or life California teaching or service credentials. The agency has a right to establish additional qualifications for advisors. The agency may also designate advisors who are not employed by the agency, including persons who are retired from active professional service.

4. The agency may appoint one or more Professional Growth Panels to resolve disputes between credential holders and professional growth advisors. The agency may also give such a panel specific responsibilities for selecting, orienting, and assisting the advisors.

5. The agency has a responsibility to give each employee who holds a professional clear teaching credential a list of the names and work locations of the advisors who have been designated by the agency. The agency may also provide information about each advisor's current assignments and fields of expertise and interest.

6. The employing agency does **not** have a right to require a credential holder to pay any fee or provide any service in exchange for professional growth advice, or in exchange for approval of a Professional Growth Plan and Record.

7. The chief administrative officer (CAO) of an employing agency, or his or her designee, must remove any professional growth advisor who has been determined by the agency or the Commission to have willfully and arbitrarily violated the provisions of Education Code Section 44277 or Administrative Code Sections 80550 through 80565.

8. The CAO of an employing agency, or his or her designee, must verify successful service that has been provided to the agency by a holder of a professional clear credential. If the credential holder has not been terminated for cause by the agency during the credential renewal period, any service provided must be verified as "successful".

9. An employing agency is obligated to discharge the foregoing responsibilities independently of any evaluation that may affect a credential holder's employment status.

10. An employing agency has the right to determine whether salary increments or other employment benefits are to be granted to an employee on the basis of his or her professional growth activity.

The Critical Role of Employing Agencies

The professional growth and service requirements of the Education Reform Act of 1983 represent an effort on the part of public officials to improve the quality and effectiveness of the teaching profession in California. The success of this effort depends in large measure on the care and attention given to it by school districts and other educational agencies in the state. Beyond fulfilling their responsibilities under the law (which are outlined above), educational agencies need to attend carefully to their critical role in this attempt to strengthen the education profession.

Designating Advisors. The designation of professional growth advisors is a critical function of school districts, because the success of the professional renewal requirements depends on the quality of the advice these people provide. The Commission urges school districts to consider carefully the skills and characteristics that are likely to contribute to effectiveness as advisors, and to select advisors accordingly.

In the first five years of the professional growth requirements approximately three out of four designated advisors were school or district administrators. This seems reasonable in the early stages of the new requirement. However, the Commission on Teacher

Credentialing would like to encourage districts to appoint teachers to serve as professional growth advisors. It is hoped that a wide range of professional educators would be available to credential holders.

In addition to principals, mentor teachers, and other teachers, three promising groups of potential advisors are: (1) certificated persons who have retired from service as teachers or administrators; (2) college or university personnel who hold teaching credentials; and (3) staff members in teacher centers and other regional service organizations in education. Many individuals in these and similar organizations may be ideally suited to serve as advisors.

Education Code Section 44277(d) and Title 5, California Code of Regulations, Section 80556, require school districts to make professional growth advisors available for any person who requires certification to teach in the district. This includes substitute teachers. Some districts who have difficulty securing sufficient numbers of substitute teachers have found that those professional clear credential holders who have an advisor from their district are more predisposed to work in that district.

Professional Growth Panels. The Commission urges school districts to consider the establishment of local Professional Growth Panels, and to rely on these panels to consider and resolve disputes or issues that may arise between advisors and the holders of renewable credentials. Other functions of the panels could be to select, orient and assist the advisors. Teachers, site administrators, parents, and other local citizens should be considered for appointment to each panel.

Training for Advisors. The Commission also recommends that school districts provide as much training and information as possible to designated advisors. To be effective in advising credential holders, advisors need information about the staff development opportunities that are available locally. They must also be acquainted with sources of information about these opportunities, such as county offices and teacher centers. In addition, the Commission urges districts to bring their designated advisors together periodically to ask questions, share concerns, and exchange ideas about advisement skills and techniques.

Linking Teachers to Advisors. The professional renewal requirements are likely to be most effective when teachers and professional growth advisors work with each other by mutual agreement. Advisors should not be compelled to advise particular teachers, and teachers should be able to select their advisors from among those designated by the district.

Regulations require employing agencies to give each employee who holds a renewable credential the names and work locations of the designated advisors. The Commission recommends that districts also provide information regarding the advisors' current assignments (grades and subjects taught, or schools or programs administered), and their areas of expertise and interest. Such information should enable teachers to select advisors who are best qualified to help them achieve their goals.

Teachers Nominating Advisors. A teacher may decide that none of the designated advisors is suitable. In this circumstance, the teacher could suggest the name of a potential advisor, and the suggestion should be considered by the persons who are responsible for

designating advisors. If the recommended person's qualifications are equivalent to those of the designated advisors, it is recommended that the employing agency act favorably on the request.

Providing Quality Staff Development Opportunities. One of the best ways for an organization to achieve its staff development priorities is to offer effective staff development activities for its employees. The Commission continues to encourage all educational agencies to plan a variety of staff development opportunities for their employees.

Private School and Organization Participation. Private schools or other private organizations that employ persons who need to complete the professional growth requirements may designate one or more certificated persons to be professional growth advisors. For the Commission to accept the credential holder's Professional Growth Plan and Record, Item 20 and Item 22 must be signed by an advisor who holds a baccalaureate degree from a regionally accredited postsecondary institution, and a valid clear, professional clear or life California teaching or service credential. The private employing agency may also verify professional service by the credential holder if the service satisfies the provisions listed on page 4.

Credential Renewal Requirements and the Scope of Collective Bargaining

Education Code Section 44277 (b) states, in part, that employing agencies and employees' bargaining agents may negotiate to agree on the terms of programs of professional growth within their jurisdictions, provided that the agreements shall be consistent with the provisions of this section.

This provision of the Education Reform Act of 1983 explicitly authorizes school districts to negotiate with bargaining units regarding the terms of professional growth programs for teachers employed by the district. As a consequence, the following list illustrates the issues that may be subject to contract negotiation.

- The content or substance of professional growth programs. A contract could specify particular domains defined on page 10 of the *Manual* for inclusion in each affected teacher's professional growth plan.

- The manner in which professional growth is delivered. A contract could specify particular activities on pages 13-17 of the *Manual* for inclusion in each affected teacher's professional growth plan.

- The source of funds to pay the costs of professional growth. A contract could reflect the employer's and the employee's obligations to pay these costs.

- The process for selecting professional growth advisors. A contract could specify the manner and criteria by which advisors would be selected.

Education Code Section 44277 did not, however, authorize bargaining agents to reach agreements that are inconsistent with the terms of the statute. As a result, contracts could **not** include agreements such as the following examples.

- A contract could not be adopted that allowed credential holders to pursue domains of professional growth that are not included on page 10 of the *Manual*.

- A contract could not allow credential holders to fulfill part or all of the credential renewal requirements by completing activities that are not prescribed on pages 13-17 of the *Manual*.

- A contract could not override the requirement that professional growth activities be certified as consistent with State laws and regulations by certificated persons who are designated by employing agencies.

- A contract could not stipulate the overall amount of a district's budget allocation to staff development programs.

RESPONSIBILITIES AND PLANS OF THE COMMISSION ON TEACHER CREDENTIALING

The Commission has the following responsibilities under State Laws.

- Issue professional clear teaching credentials.
- Provide Professional Growth Plan and Record forms.
- Provide credential application forms.
- Monitor Professional Growth Plans and Records submitted to the Commission.
- Renew professional clear credentials based upon a positive review of each Professional Growth Plan and Record.
- Serve as professional growth advisor to credential holders who are unable to secure advisors at the local level.
- Hear and rule on appeals of alleged adverse actions against credential holders.
- Hear and rule on cases of alleged unprofessional conduct by professional growth advisors or credential holders.
- Reinstate expired credentials at the request of their holders.

On June 5, 1992, the Commission reviewed and accepted the *Report on the First Five Years of Professional Growth Requirements in California with Recommendations*. That report recommended seven changes. Two of those are reflected by revisions in this version of the *Manual*. The other changes, including ways to encourage more teachers to become advisors, ways to assist credential holders in special circumstances, and ways to provide more flexibility for persons not employed in positions in education will be reviewed by an advisory committee. Changes that result will be recommended to the Commission and if adopted will be reflected in the next revision of the *Manual*.

On February 2, 1990, the Commission on Teacher Credentialing approved requirements that extend professional growth requirements to all specialist and services credentials issued after January 1, 1994. Regardless of how many credentials a person holds or how many of these credentials have professional renewal requirements, a credential holder is only required to complete the equivalent of one set of renewal requirements, i.e., 150 clock hours of professional growth activities and 90 days of professional service.

The Commission would like to receive information, opinions and recommendations about ways in which the professional growth requirements could be improved.

APPENDIX A

Hughes-Hart Education Reform Act of 1983
Professional Growth Requirements

44277. The Legislature recognizes that effective professional growth must continue to occur throughout the careers of all teachers, in order that teachers remain informed of changes in pedagogy, subject matter, and student needs. In enacting this section, it is the intent of the Legislature to establish professional growth requirements that give individual teachers a wide range of options to pursue as well as significant roles in determining the course of their professional growth.

(a) The minimum requirements for maintaining the validity of the clear multiple or single subject teaching credential shall be both of the following:

(1) Successful service as a classroom teacher or successful service authorized by a services credential. The minimum length of service shall be equivalent to one-half of a school year.

(2) Completion of an individual program of professional growth as prescribed in this section and by the commission.

(b) An individual program of professional growth shall consist of a minimum of 150 clock hours of participation in activities which contribute to competence, performance, or effectiveness in the professional of education. Acceptable activities shall be defined by the commission to include, among other acceptable activities, the completion of courses offered by regionally accredited colleges and universities; participation in professional conferences, workshops, teacher center programs or staff development programs; service as a mentor teacher pursuant to Section 44496; participation in school curriculum development projects; participation in systematic programs of observation and analysis of teaching; service in a leadership role in a professional organization; and participation in educational research or innovation efforts. Employing agencies and employees' bargaining agents may negotiate to agree on the terms of programs of professional growth within their jurisdictions, provided that the agreements shall be consistent with the provisions of this section.

(c) An individual program of professional growth shall be developed and planned by the holder of a clear teaching credential.

(d) Effective January 1, 1991, an individual program of professional growth may include a basic course in cardiopulmonary resuscitation, which includes training in the subdiaphragmatic abdominal thrust (also known as the "Hemlich maneuver"), which is at least equivalent to the standards for these courses established by the American Heart Association or the American Red Cross. Should an individual teacher choose to participate in this training option it shall count towards the minimum 150 clock hours required to satisfy the professional growth requirements. (Added by Statutes of 1989 Chapter 35.)

(e) Before a holder of a clear teaching credential commences or amends an individual program of professional growth, a school principal, a mentor teacher provided for in Section 44496, or other district designee shall certify to the credential holder that the planned program or amendment complies with this section and with regulations of the commission.

(f) A clear teaching credential shall be deemed to remain valid so long as the holder of the credential, at five-year intervals, submits to the commission verification by a school principal, a mentor teacher, or other district designee that the holder has satisfied the minimum requirements specified in subdivision (a). In the absence of adequate verification, the commission shall invalidate the credential. Verification by a school principal, a mentor teacher, or other district designee shall be independent of any evaluation of the performance of the clear teaching credential that is conducted for the purpose of determining the credential holder's employment status. The arbitrary refusal of a school principal, a mentor teacher, or other district designee to verify completion of an individual program of professional growth meeting the requirements of this section and commission regulations shall constitute grounds for an appeal as prescribed in Section 44278.

44278. A holder of a clear teaching credential may appeal an adverse action by a school principal, a mentor teacher, or other district designee related to professional growth. The appeal shall be presented to the commission, which shall rule in favor of the appeal if it finds any of the following claims by the appellant to be true:

(a) That a school principal, a mentor teacher, or other district designee has refused to agree to a planned individual program of professional growth that satisfies the requirements of Section 44277, or to a proposed modification in such a program. Such a finding by the commission shall be grounds for the designated agency to agree to the planned program, or to proposed modification program.

(b) That a school principal, a mentor teacher, or other district designee has refused to verify completion of an agreed program of professional growth that satisfies the requirements of Section 44277. Such a finding by the commission shall be grounds for the commission to maintain the validity of the clear teaching credential.

(c) That bias, fraud, unfair discrimination, or arbitrary action by a school principal, a mentor teacher, or other district designee prevented the appellant from fulfilling the terms of an agreed program of professional growth.. Such a finding by the commission shall cause the commission to grant the appellant additional time, not to exceed five years, for the appellant to fulfill the terms of the agreed program, subject to verification by the commission.

44279. The commission shall not issue to the holder of an invalidated clear teaching credential another teaching credential of the same type, as defined in Section 44256.

(a) The holder of an invalidated clear teaching credential who has not satisfied the requirements of paragraph (1) of subdivision (a) of Section 44277, or who has not satisfied the requirements of paragraphs (1) and (2) of subdivision (a) of Section 44277, shall be eligible for a one-time two-year reinstatement of the clear teaching credential.

(b) The holder of an invalidated clear teaching credential who has met the requirements of paragraph (1) of subdivision (a) of Section 44277 shall be deemed eligible for the reinstatement of the credential when he or she has satisfied the requirements of paragraph (2) of subdivision (a) of Section 44277 and all current standards for the issuance of the clear teaching credential in effect at the time of the submission of the application for reinstatement.

APPENDIX B

Title 5 Regulations to Govern the Professional Growth Requirements for Future Teachers

Article 7. Requirements and Procedures for Renewing Professional Clear Multiple and Single Subject Teaching Credentials

80550. Definitions

The terms in this article shall have the following meanings.

(a) "Professional growth" refers to those activities which contribute to a credential holder's competence, performance, or effectiveness in the profession of education.

(b) The term "professional clear credential" refers to a clear multiple or single subject teaching credential that is issued after August 31, 1985 as the recipient's first clear basic teaching credential and whose validity is subject to the requirements of Education Code Section 44277.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Section 44251(b)(3) and 44277 Education Code

80552. Specific Requirements for Renewing Professional Clear Multiple and Single Subject Teaching Credentials

The minimum requirements for renewing a professional clear multiple or single subject teaching credential shall include all of the following.

(a) Submission of a professional growth plan and record that verifies completion of 150 hours of approved professional growth activities pursuant to Sections 80554 through 80562, and one-half year of successful service pursuant to Section 80565 of this article.

(b) Submission of a completed application form provided by the Commission.

(c) Payment of the fee specified in Section 80487.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Sections 44235 and 44277, Education code

80553. Period of Validity and Renewal Cycle for Professional Clear Multiple and Single Subjects Teaching Credentials

(a) A professional clear multiple and single subject teaching credential shall be valid for five years.

(b) The renewal cycle shall be the five year period commencing with the date of issuance that appears on the credential until the first day of the following month five years later.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Section 44227(e), Education Code

80554. Professional Growth Plan

(a) On a form provided by the Commission, a credential holder shall write a professional growth plan, which shall identify his or her professional growth goals, and the professional growth activities he or she proposes to pursue.

(b) In a professional growth plan a credential holder shall include activities in two or more categories of activities as defined in subdivision (c) of Section 80558.

(c) A credential holder may amend a professional growth plan by adding, deleting or changing any of the original or previously amended goals or proposed activities.

(d) A professional growth advisor shall sign a professional growth plan, and shall initial an amendment to a professional growth plan, that complies with Education Code Section 44277 and this article.

(e) No professional growth advisor or other person shall compel a credential holder to include any particular activities in his or her professional growth plan.

(f) Once a professional growth plan has been signed by a professional growth advisor, it shall continue in force regardless of any change in the validity of the credential, any replacement of the professional growth advisor, any change in assignment, or any transfer by the credential holder from one employer to another. No professional growth advisor or other person shall compel a credential holder to change a signed professional growth plan.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Section 44277(c) and (d), Education Code

80555. Professional Growth Record

(a) On a form provided by the Commission, a credential holder shall, under penalty of perjury, write a professional growth record, which shall accurately identify the professional growth activities that the credential holder has completed, and indicate the number of clock hours spent completing each activity.

(b) A credential holder who willfully signs and submits an inaccurate professional growth record which he or she knows to be false to a professional growth advisor or to the Commission shall be subject to the penalties for perjury and unprofessional conduct pursuant to Education Code Section 44421.

(c) A professional growth advisor may require a credential holder to provide reasonable verification that the elements of a professional growth record are accurate. Reasonable verification may include (but is not limited to) products of an activity; official records of attendance; copies of notes, minutes, or other records of meetings attended; materials distributed at classes, workshops, conferences or staff development programs; or other tangible records of activities. If an advisor has independent evidence or reason to believe a professional growth record is accurate, he or she may decide not to require the credential holder to verify its accuracy.

(d) A professional growth advisor shall sign a professional growth record that corresponds to a signed professional growth plan, and that complies with Education Code Section 44277 and this article.

(e) A professional growth plan and record shall not include any portion of an activity which occurred prior to the time the credential holder applied for the professional clear credential, or for the most recent renewal of the professional clear credential.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Section 44277(c,d, and e) and Section 44421 Education Code

80556. Professional Growth Advisor

(a) The chief administrative officer, or his or her designee, of a public agency whose employees are required to hold valid teaching credentials shall designate one or more certificated persons to be professional growth advisors if the agency employs one or more holders of professional clear credentials.

(b) To be eligible to be a professional growth advisor, a person must hold a valid clear California teaching or services credential, and a baccalaureate degree from an accredited institution of postsecondary education. An employing agency that designates one or more professional growth advisors may establish additional qualifications for advisors.

(c) The employing agency shall adopt policies and procedures for the selection of professional growth advisors which contribute the best possible match between the credential holder and the advisor.

(1) Subject matter compatibility, interest in special topics, and interactive skills should be considered in selecting advisors.

(2) Proximity to the work location of the credential holder and reasonable workload for the advisor shall be considered.

(d) An agency which employs holders of professional clear credentials may appoint a professional growth panel(s) to act as an appeal body to resolve disputes between credential holders and professional growth advisors. The panel may also participate in selecting, orienting and assisting professional growth advisors.

(e) The responsibilities of a professional growth advisor shall be as defined in this subdivision.

(1) Know the contents of Education Code Section 44277, this article, and the professional growth manual published by the Commission, and provide for a discussion of these with credential holders. The professional growth advisor shall discuss the staff development needs of the employing agency and the school with the credential holder and may recommend activities and domains of activities.

(2) Advise credential holders and approve professional growth plans and records that have been developed by credential holders, and that comply with the terms of Education Code Section 44277 and this article.

(f) A public agency whose employees are required to hold valid teaching credentials shall give each credential holder the names and work locations of the professional growth advisors who have been designated by the agency.

(g) If a credential holder determines that his or her employing agency has not designated a suitable professional growth advisor, and cannot resolve this problem with a representative of the agency, or if the employer has not designated any professional growth advisors, or if the credential holder is not employed, he or she may seek permission from a responsible officer of another public or private agency to consult with an advisor who is employed by the other agency, or the credential holder may ask the Commission to approve a professional growth plan or record.

(h) No credential holder may serve as his or her own professional growth advisor.

(i) No person or agency shall compel a credential holder to pay any fee or provide any service in exchange for professional growth advice, or for approval of a professional growth plan or record.

(j) The chief administrative officer, or his or her designee, of a public or private employing agency shall remove any professional growth advisor who has been determined by the agency or the Commission to have willfully and arbitrarily violated Education Code Section 44277 or this article.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Section 44277(d) and (e), Education Code

80558. Professional Growth Activities

(a) Each activity that a credential holder includes in a professional growth plan and record shall satisfy standards (1), (2), and (3) of this subdivision. A professional growth advisor may require a credential holder to explain how an activity satisfies or is likely to satisfy one or more of the standards stated in this subdivision.

(1) The activity is of high quality and is consistent with the credential holder's professional growth goals, as stated in the professional growth plan.

(2) The activity will contribute to the credential holder's competence, performance or effectiveness in one or more of the domains of professional growth that are specified in subdivision (b) of this section.

(3) The activity fits one of the categories of professional growth activities that are specified in subdivision (c) of this section.

(b) Domains of professional growth shall be as defined in this subdivision.

(1) A subject the credential holder teaches, or reasonably expects to teach, in kindergarten or in grades one through twelve.

(2) A field of specialization in which the credential holder serves, or reasonably expects to serve, in kindergarten or in grades one through twelve.

(3) Concepts, principles and methods of effective teaching, curriculum, and evaluation in kindergarten or in grades one through twelve.

(4) Concepts and principles of physical, intellectual, social and emotional development among children and youth.

(5) Concepts and principles of human communication, learning, motivation and individuality.

(6) Languages and cultural backgrounds of groups of children and youth that attend California schools.

(7) Concepts and principles of effective relationships among schools, families and communities.

(8) Roles, organization, and operation of public education and of institutions that promote public education.

(c) Categories of professional growth activities shall be as defined in this subdivision.

(1) Completion of one or more lower division, upper division or graduate level courses offered on campus, off campus or in extension by any regionally accredited two-year or four-year college or university.

(2) Participation in those portions of one or more conferences, workshops, teacher center programs, or staff development programs whose purpose is to increase the professional knowledge, competence, performance or effectiveness of participants.

(3) Participation in one or more systematic programs of observation and analysis of teaching, provided that each program is planned, focuses on one or more predetermined aspects of teaching and includes follow-up activities such as discussion, critique or application of what has been observed or analyzed.

(4) Service in a leadership role in an educational institution, consistent with the following definition and restriction.

(A) Activities in which the credential holder contributes to the improvement of a school district or other educational institution shall be acceptable, including activities in which he or she assists student teachers or other teachers in their instructional development, either as a mentor teacher or in another appointed capacity.

(B) Activities shall not be acceptable if they are part of the routine functioning of an educational institution, or if they are part of a teacher's basic responsibilities, including (but not limited to) planning lessons, arranging a classroom environment, preparing assorted instructional materials, assessing student performances, or keeping records.

(5) Service in a leadership role in a professional organization, consistent with the following definition and restriction.

(A) To be an acceptable activity, the credential holder must serve as an elected officer, or a chair of a committee, or an official representative of an organization of professional educators, and he or she must participate in charting, planning or forming educational or professional policies, positions or directions for the organization to pursue.

(B) Activities that contribute to the ongoing operations or functioning of a professional organization shall not be acceptable, such as efforts to increase the membership of participate in collective bargaining activities.

(6) Participation in efforts to conduct educational research or to investigate educational innovations shall be acceptable, provided that the credential holder has an active role in one or more of the following stages of the effort: planning, developing, piloting, field testing or evaluating a study or innovation; or analyzing, interpreting, demonstrating or disseminating the results of a study or innovation.

(7) Other activities that shall be acceptable are defined below.

(A) Participation in a professional exchange program, provided that the credential holder changes positions with another educator for a specified period of time.

(B) Participation in alternative work experience programs, paid or volunteer, in which the credential holder fulfills new professional responsibilities for a specified period of time.

(C) Participation in a program of independent study, provided that the credential holder investigates a specified aspect of education, produces a written report or other tangible product, and evaluates the independent study and its product.

(D) Creative endeavors, provided that the credential holder creates a tangible product that exhibits originality of thought and execution, or participates in a production in which the credential holder exhibits a creative talent, and provided that the creative endeavors directly relate to a subject or student group the credential holder teaches or reasonably expects to teach.

(E) Cultural experiences, such as attendance at museums or musical, dramatic or dance productions, or cross-cultural immersion in the language and culture of an ethnic or national group, provided that the experiences directly relate to a subject or student group the credential holder teaches or reasonably expects to teach.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Section 44277(a) and (b), Education Code

80562. Professional Growth Timekeeping

(a) For each hour that a credential holder spends directly involved in an activity that is identified in a signed professional growth plan, the credential holder shall record one clock hour of time on the professional growth record.

(b) In a professional growth record, a credential holder shall not record any time spent traveling to or from a professional growth activity, or any time spent completing routine out-of-class assignments such as reading assignments or preparing for tests for an approved course, workshop, teacher center program, staff development program or professional conference that the credential holder attends. A credential holder may record time spent on out-of-class assignments if the credential holder and the professional growth advisor agree that the assignments qualify as professional growth activities in the categories defined in Section 80558 (c) (2 through 7). Time spent preparing to make formal presentations in professional conferences, or as the instructor of a course, workshop, teacher center program or staff development program for teachers, may re recorded.

Note Authority cited: Section 44225(c), Education Code
Reference cited: Section 44277(b), Education Code

80565. Professional Service Requirement for Renewing a Professional Clear Credential

(a) The chief administrative officer, or his or her designee of an educational institution that employs or has employed a credential holder shall verify on the credential holder's professional growth record that the credential holder has served successfully for at least one-half of a school year if the service satisfies standards (1) and (2) and either (3) or (4) of this subdivision.

(1) The service was rendered for a minimum of 300 minutes per day for at least ninety days, or the equivalent, after the credential holder applied for the professional clear credential, or for the most recent renewal of the professional clear credential.

(2) The credential holder was not terminated for cause by the educational institution since the credential holder applied for the professional clear credential, or for the most recent renewal of the credential.

(3) The service was rendered in a position that requires certification in kindergarten or grades one through twelve during full-time employment, part-time employment, employment as a substitute teacher, or employment under another contractual agreement.

(4) The service was rendered on behalf of students and/or a group of certificated personnel in kindergarten or grades one through twelve at the site of one or more elementary schools or secondary schools.

(b) The chief administrative officer, or his or her designee, shall discharge the responsibility of verifying successful service independently of any evaluation that may affect the credential holder's employment status.

Note Authority cited: Section 44225(b), Education Code
Reference cited: Section 44277(a)(1), Education Code

PROFESSIONAL GROWTH PLAN AND RECORD
Commission on Teacher Credentialing
State of California

For Information
(916) 445-7254
12:30 to 4:30 p.m.

Directions. Before you begin to fill out this form, please read the Plan and Record instructions and the ***Professional Growth Manual*** and make enough copies of this form to include all of the goals, activities, and amendments that you plan and complete. When you have completed the Professional Growth Requirements and are ready to renew your Professional Clear Credential, submit this form, a credential application form (yellow), and the renewal fee.

(1) Name of Credential Holder _____
Last First Middle

(2) Home Address _____
Number Street Apt. No.

_____
City State Zip Code

(3) Daytime Phone # (___) _____ (4) Social Security # _____

(5) Name Each Credential You hold _____ Expiration Date
_____ Expiration Date
_____ Expiration Date
_____ Expiration Date

(6) Name Each Professional Growth Advisor who has advised you.

First Advisor _____ Approximate Dates of Service _____
Social Security # _____ Credential Held _____
Second Advisor _____ Approximate Dates of Service _____
Social Security # _____ Credential Held _____
Third Advisor _____ Approximate Dates of Service _____
Social Security # _____ Credential Held _____

Professional Growth Plan

(7) GOAL NUMBERS	(8) PROFESSIONAL GROWTH GOALS	(9) DATE APPROVED	(10) ADVISOR'S INITIALS

				APPROVAL OF PLANNED ACTIVITIES		VERIFICATION OF COMPLETED ACTIVITIES	
(11) PROFESSIONAL GROWTH ACTIVITIES	(12) Goals Numbers	(13) Domain	(14) Category (two minimum)	(15) Date Activity Approved	(16) Adv's Initials	(17) Time Spent in Hours	(18) Advisor's Initials and Date

USE ADDITIONAL COPIES OF THIS FORM IF NECESSARY (19) **TOTAL HOURS SPENT** _____

(20)

Certification of Initial Plan. I certify that, to the best of my knowledge, the planned activities comply with state laws and regulations.

_____
Advisor's Name (Print of Type)

_____
Advisor's Signature

_____
Date of Approval

(21)

Verification by Credential Holder. Under penalty of perjury, I certify that, to the best of my knowledge, the information on this form is accurate.

_____
Credential Holder's Signature

_____
Date of Verification

(22)

Verification of Completion. I certify that I have been this credential holder's advisor, and that, to the best of my knowledge, the above information is accurate.

_____
Advisor's Name (Print or Type)

_____
Advisor's Signature

_____
Name of Employing Agency

_____
Workday Telephone Number

_____
Date of Verification

Professional Growth Plan and Record
Instructions

Please make enough copies of this form to include all of the goals, activities and amendments that you plan and complete.

(1) Name: Please print or type your name as listed on your Professional Clear Credential. If you wish to have a different name on your new credential, please indicate it on the (yellow) credential application form (41-4).

(2) Home Address: Print or type the address to which you would like the Commission to send your renewed credential.

(3) Daytime Telephone: The phone number will be used only if there is a need for clarification.

(4) Social Security Number: Please type or print legibly.

(5) Name each credential held: Type or print the title and date of expiration of each credential you hold.

(6) Professional Growth Advisor(s): Type or print the name of each professional growth advisor who has advised you, the approximate term of advisement, the advisor's social security number, and the title of the credential he or she holds. In lieu of the Social Security number, the advisor may provide you with a photocopy of his or her credential to attach to this form.

(7)(8) Professional Growth Goals: Type or print your specific goals for professional growth in Column 8. Number each goal, and place the number in Column 7. Your goals must contribute to your competence, performance, or effectiveness in the profession of education. Examples of goal statements may be found on page 9 of the *Manual*.

(9)(10) Approval of Your Goals: Your advisor must approve each new goal by writing in the date of approval in Column 9 and initialing in Column 10.

(11) Professional Growth Activities: List the activities that you expect to undertake to accomplish your goals. Please print or type. Examples of activity statements may be found on page 12 of the *Manual*.

(12) Related Goals: Beside each activity in Column 11, print or type in Column 12 the number of the goal that the activity is designed to accomplish. Your goal number should be in Column 7.

(13) Domain of Activity: The eight domains of professional growth are listed below and defined on page 10 of the *Manual*. Beside each activity, print or type the number of the domain that describes the substance or content of the activity.

1. A subject the credential holder teaches, or reasonably expects to teach
2. A field of specialization in which the credential holder serves, or reasonably expects to serve
3. Concepts, principles, and methods of effective teaching, curriculum, and evaluation
4. Concepts and principles of physical, intellectual, social and emotional development among children and youth
5. Concepts and principles of human communication, learning, motivation and individuality
6. Languages and cultural backgrounds of groups of children and youth that attend California schools

7. Concepts and principles of effective relationships among schools, families and communities
8. Roles, organizations, and operation of public education and of institutions that promote public education

(14) Category of Activity: The categories of acceptable professional growth activities are listed below and defined on pages 13-17 of the *Manual*. Beside each activity, indicate which category it represents in Column 14. You must complete activities in at least two categories.

1. Courses at a college or university
2. Conferences, workshops, teacher center programs, staff development programs
3. Systematic programs of observation and analysis of teaching
4. Service in a leadership role in an educational institution
5. Service in a leadership role in a professional organization
6. Participation in research or innovation
7. Also acceptable: (see pages 16-17)
   a. Professional exchange programs
   b. Alternative work experience programs
   c. Programs of independent study
   d. Creative endeavors
   e. Cultural experiences
   f. Instruction in cardiopulmonary resuscitation (CPR)

(15)(16) Approval of Your Activities: Your advisor must date and initial each activity when he or she approves it. It is recommended that you obtain your advisor's approval before you begin the activity.

(17) Time Spent in Hours: In Column 17 accurately record the number of clock hours you have spent in each activity. If you have listed an activity, but decide not to pursue it, enter a zero (0) in Column 17. For restrictions on the time that may be counted, please see page 13 of the *Manual*.

(18) Verification of hours spent: Your professional growth advisor should initial in Column 18 as activities are completed.

(19) Total Hours Spent: Add the clock hours you have recorded in Column 17, and enter the total at Item 19.

(20) Certification of Initial Plan: The three spaces in Item 20 should be completed by the professional growth advisor who reviews the goals in Column 8 and the activities in Columns 11 through 14.

(21) Verification By Credential Holder: The credential holder should sign and date Item 21 when the recorded time spent (in Item 19) equals or exceeds 150 clock hours.

(22) Verification of Completion: When Items 1 through 21 have been completed, and the professional growth advisor is satisfied that the record of time spent is accurate, the advisor should fill out Item 22. The phone number will be used only if the Commission has a question related to the Professional Growth Plan and Record.

When the form is completed, submit the signed form along with any additional sheets, a completed credential application form (#41-4), a Verification of Successful Service, and the renewal fee to the Commission during the last year of your renewal cycle.

Verification of Successful Service
Professional Service Requirement

Commission on Teacher Credentialing
State of California

_____ _____
Print Name of Credential Holder Social Security Number

INSTRUCTIONS FOR CHIEF ADMINISTRATIVE OFFICER OR DESIGNEE OF THE CREDENTIAL HOLDER'S EMPLOYING AGENCY

The holder of a Professional Clear Credential must successfully complete the equivalent of full-time service for one-half of a school year during each five-year renewal cycle. For the purpose of this requirement, full time service is defined as five hours per day. One-half of a school year is defined as ninety school days. "Successful" service means the person was not terminated for cause by the employing agency during the credential renewal period. Please check your records, and complete this form by checking the appropriate box and filling in the appropriate blanks.

I certify that the above named person has successfully completed service in the school district or other employing agency listed below for the period of time I have specified.

☐ Full time teaching for a minimum of 90 school days in

_____
List years of service (e.g. 1986-1987)

☐ Part time teaching, substitute teaching, or other contractual or voluntary service on behalf of students or certificated personnel for a total of _____ days for an average of _____ hours per day in _____
List year(s) of service

☐ Other service rendered to K-12 students in alternative education settings. (Attach statement and verification letters if this box is checked.

_____ _____
Print Name of Person Verifying Service Signature of Verifier

_____
Position

_____ _____
District/Educational Institution Date

(Make additional copies if necessary)

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A CLOSING COMMENT

This Manual details the statewide standards which the Commission, and the hundreds of educators and others who have advised the Commission, believe will best provide professional growth for new teachers in California.

We hope that appropriate flexibility has been provided so that credential holders and employing agencies can participate with a spirit of cooperation and commitment to improving educational opportunities for California's children and youth. The Commission urges credential holders to try professional growth activities that are new to them, and to develop a relationship with an advisor that is collegial and "growth producing" in its own right.

Legislators and taxpayers will examine the results of this program with much interest. The types and quality of activities chosen by credential holders, as well as the level of support provided by employing agencies, will be scrutinized. It is in the interest of all who care about the teaching profession to help make this program a success.

SOURCES OF SUPPORT AND INFORMATION

Professional Growth Advisor's Name _____

Phone Number _____

District Staff Development Manager _____

Phone Number _____

County Education Resource Person _____

Phone Number _____

Teachers Center _____

Phone Number _____

Other Source of Assistance _____

Phone Number _____

Commission on Teacher Credentialing: call (916) 445-7254

NOTICE

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